

Sacred Heart Catholic Primary School

URN: 105074

Catholic Schools Inspectorate report on behalf of the Bishop of Shrewsbury

24–25 April 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

2

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

2

Religious education (p.5)

The quality of curriculum religious education

2

Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

2

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

Yes

The school is fully compliant with all requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

What the school does well

- Relationships between staff and pupils, and pupils and their peers are excellent, reflecting the respect and trust on which these relationships are based.
- The variety of work seen in books demonstrates the creativity within teaching and is a significant strength in the school.
- Staff are fully and wholeheartedly committed to the Catholic life and mission of the school and are exemplary role models.
- Pupil-led and teacher-led prayer is becoming fully embedded into school life and enhances the school's provision for prayer and liturgy.

- Pupils are happy and confident in the knowledge that they are unique members of God's family and their appetite for learning, openness and honesty enriches the school community.

What the school needs to improve

- Monitoring and evaluation processes in all areas need to be more rigorous to ensure that governors are fully involved in the processes and that strategic actions lead to improved outcomes.
- The policy for feedback and celebration of pupils' work should be reviewed to ensure that there is consistency across the school and that pupils understand how to improve their work.
- Ensure that pupils across all phases have opportunities to take on greater responsibility in the leadership of the faith life of the school.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

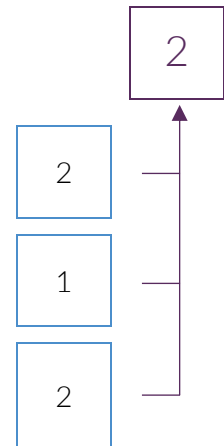
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

The quality of provision for the Catholic life and mission of the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



Sacred Heart Catholic Primary School is a good school, valued and loved by its community where pupils feel nurtured and recognised as being unique members of God's family and as a result they thrive. Pupils understand how distinctive their school is as a Catholic community and though they are not always able to articulate the mission statement: 'In Christ's family we grow together sharing our learning and love', it has a visible impact on school life, and Gospel values are at the centre of daily life. One pupil explains, 'The mission statement strengthens our love of Jesus', and another adds, 'We need to put Jesus' image into action.' The school's code of conduct, firmly based on care, courtesy, and commitment supports pupils in understanding their responsibilities to the world God has given them. They recognise that their fundraising activities and support for local charities such as The Good Shepherd Fund and Claire House Hospice help them to put their faith into action. Pupils speak with great enthusiasm and pride about their recent fundraising for the Liverpool Football Club Foundation focused on helping young people with disabilities to play football. This charity was chosen by pupils as one of their peers is supported by it. Older pupils enjoy taking responsibility in various groups, including the Mini Vinnies, the school council and the eco group, but they have the capacity to take even more responsibility and would relish further opportunities across all age groups for more active involvement.

The hard-working and very talented staff are fully committed to the Catholic life and mission of the school. Staff comment: 'Christ and the Catholic ethos really is at the heart of everything we do here at Sacred Heart.' They are exemplary role models to all and participate wholeheartedly in all aspects of school life. Families appreciate all they do, as one says: 'I wanted to choose a religious school with an active and encouraging interest in the Catholic faith for my children and

Sacred Heart has not disappointed.' The school is supportive of all, and parents are particularly appreciative of the efforts made to support those 'in hardship' and facing 'troubled times'. Relationships at all levels, firmly based on respect and trust, are excellent and are a real strength of the school. As a result, pupils are open and honest, and feel safe and nurtured. Pastoral care is outstanding, with very significant resources, such as a dedicated pastoral care team and intervention spaces being prioritised to support pupils with complex needs. The school environment is warm and welcoming with beautiful prayer focal areas within classrooms which support the school's Catholic identity. Relationships, sex, and health education (R(S)HE) is well embedded within the school's themed curriculum and provision is outstanding.

Leaders and governors are very proud of their school's history with many having been former pupils and having close connections to the parish. All promote the bishop's vision for the diocese and fully understand the importance of Christ being at the heart of the school. Governors support staff's professional development and their well-being and they have had some involvement in the self-evaluation of the Catholic life and mission of the school. Partnership with the parish is developing and the school benefits from regular visits by the clergy to celebrate Mass in school. Monitoring and evaluation processes at all levels are not sufficiently strategic and so they have limited impact on outcomes.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

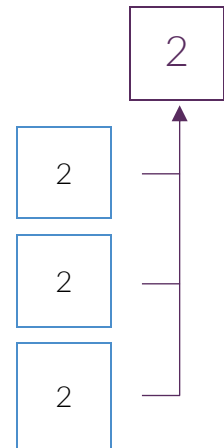
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Pupils have good knowledge and understanding in religious education, and they are supported by their teachers to make links to prior learning so they generally make good progress over time. Pupils can speak confidently about key concepts in their learning and are becoming more religiously literate, through good questioning and the provision of opportunities for reflection. Pupils are keen to offer their thoughts and opinions, for example younger pupils speak with great animation when discussing how the disciples felt after the resurrection and older pupils provide insightful responses as to how the disciples were affected by the Holy Spirit at Pentecost. Pupils enjoy their religious education lessons and enjoy the creativity within lessons. They generally work well independently and concentrate appropriately, however at times they work passively and need to be given more opportunities to use their initiative and work with greater independence. Pupils take pride in and value the work in their religious education books and the standard of presentation is excellent. The school’s marking and feedback practices are not yet consistent across the school and as a result pupils do not always know what they need to do to improve. Pupils’ attainment is good when compared to other core subjects.

Through access to a wide range of training and the support of a dedicated subject leader, teachers are confident in their subject knowledge and effective in their delivery of religious education lessons. Parents recognise how integral religious education is to Sacred Heart, as one commented: ‘religious education is not merely a taught subject but a part of every aspect of life at Sacred Heart.’ Another parent added: ‘They (the pupils) have such inciteful questions brought on by what they have learnt.’ Most of the teaching is at least good, with significant strengths in all phases. Teaching is enriched by a wide variety of creative tasks. Teachers generally have high expectations of pupils and pupils are keen to do well. Behaviour for learning is very good and all relationships between pupils and adults are warm and affirming. Pupils particularly appreciate

strategies they are given such as 'finger breathing' to help them calm down when they are struggling. Staff planning is good and adapted effectively to support and challenge pupils. The recent introduction of using discern questions, though not yet consistent across the school, is having a very positive impact on pupil outcomes. The use of 'check in' and 'check out' at the beginning and end of units is good practice but it could be used better to inform planning and support pupils' progress. Teachers demonstrate good questioning skills in lessons ensuring pupils can consolidate and extend their learning.

Leaders and governors ensure that provision for religious education fully reflects the requirements of the *Religious Education Curriculum Directory*, and that religious education has full parity with other core subjects. Much thought has been given by senior leaders to the development of a themed curriculum which makes explicit links to Catholic social teaching and this enriches the school's provision. High quality resources, such as new bibles and beautiful artefacts for prayer focal areas, enhance provision and demonstrate the high priority given to resourcing religious education by leaders and governors. They ensure appropriate provision is made within timetables for teaching religious education and they are committed to supporting all staff in their continuing professional development. Leaders and governors work effectively with other cluster schools to the benefit of all. Monitoring and evaluation processes of religious education need to be more rigorous to ensure that governors are fully involved in the processes and that strategic actions lead to improved outcomes.

Collective worship

The quality and range of liturgy and prayer provided by the school

Collective worship key judgement grade

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

2

Provision

The quality of collective worship provided by the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

2

2

Pupils respond very well to the opportunities for prayer and reflection provided by Sacred Heart. They say they enjoy preparing and leading prayer and liturgy. Pupils are respectful, reverent, engaged and they sing with great enjoyment. Music enriches all times of prayer and pupils have an extensive repertoire of upbeat and joyful hymns which help them to reflect on what God is saying to them. They understand the variety of ways of praying and are familiar with scripture, meditation, and the importance of symbols within prayer and liturgy. Pupils can readily relate their prayer to their own lives, for example older pupils speak about the difficulty of trusting God when they lose someone. Pupils, appropriate to their age and capacity plan and lead prayer with increasing confidence, for example a group of older pupils skilfully link the Footsteps prayer to the story of the Good Shepherd during pupil-led class prayer. This enables much thought and reflection. Pupil-led and teacher-led prayer is becoming fully embedded into school life and much progress has been made over a relatively short time.

Prayer and liturgy are central to everyday life at Sacred Heart with well-established prayer routines across all phases of the school. Prayer is enriched by Makaton signing and, for example, by the use of words that make clear the significance of making the sign of the cross, 'from my head to my heart...' Staff are exemplary role models in all aspects of prayer and liturgy. They say they are proud of the work they have been doing, 'on improving our prayer sessions in school over the last few years and it has become an integral part of school life'. They readily use their various skills to enrich provision and all experiences of prayer and liturgy are carefully planned and seasonally appropriate. The use of scripture is prioritised within prayer and liturgy and pupils respond reverently to the reading of the Gospel; to develop this further, pupils should now learn the appropriate responses to greet the Gospel. Prayer spaces within classrooms are beautifully created, reflecting the significance of the liturgical calendar and celebrating pupils'

work. School has begun to develop prayer spaces beyond the classroom. Parents say they appreciate how the school is, 'encouraging links between children and the Church' and that they are, 'invited into the school at various times to join in religious prayer and worship, such as stay and pray, the Easter journey workshops and regular Mass'. School, however, recognises the need to be more creative in its approaches to engage families further in the wider prayer life of the school and to ensure more active participation.

School has developed a policy for prayer and liturgy, which is accessible to all and supports staff appropriately, but leaders and governors have not yet reviewed it. Mass is celebrated fortnightly within school and at key times during the liturgical calendar and the school community has regular opportunities to celebrate together as a joyful faith community. Continuing professional development opportunities are provided for all staff and governors and such training is valued and well attended. Leaders and governors have a good understanding of our Catholic tradition and recognise the importance of prioritising resources for prayer and liturgy. Governors recognise the need for monitoring and evaluation to be more precise and they have the skills to be more actively involved. Leaders and governors should now focus on reviewing the quality of prayer and liturgy and its impact on school life and include pupils' evaluations within the self-evaluation cycle.

Information about the school

Full name of school	Sacred Heart Catholic Primary School
School unique reference number (URN)	105074
School DfE Number (LAESTAB)	3443335
Full postal address of the school	Sacred Heart Catholic Primary School, Danger Lane, Moreton, Sacred Heart Catholic Primary School, Wirral, CH46 8UG
School phone number	01516771091
Headteacher	Marie Grealis
Chair of Governors	Karl Landrum
School Website	www.sacredheartmoreton.co.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	6 July 2017
Previous denominational inspection grade	1

The inspection team

Roisin Moores Lead
Linda Davison Team

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Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement

